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| **Dane Bank Primary School**  **Long Term Curriculum Plan**  **Year 6** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Learning Challenge Topic Q**  **Lead subject** | ***Would the Vikings do anything for money?*** | ***Where should we go on holiday?*** | ***Why should we remember the Maya?*** | | ***Are we damaging our world?*** | ***How has communication changed over time?*** |
| History | Geography | History | | Geography | History |
| **Reading for pleasure** | **The Astounding Broccoli Boy** – Frank Cottrell Boyce | **Millions** – Frank Cottrell Boyce | **A Monster Calls** – Patrick Ness | | **Trash** – Andy Mulligan | |
| **Science** | ***What would a journey through your body look like?***  Y6 POS: Animals, including humans (Sc6/2.2) | ***How can you light up your life?***  Y6 POS: Light (Sc6/4.1) | ***Could you be the next Nintendo apprentice?***  Y6 POS: Electricity (Sc6/4.2) | | ***Could Spiderman really exist?***  Y6 POS: Living things and their habitats (Sc6/2.1) | ***Have we always looked like this?***  Y6 POS: Evolution and Inheritance (Sc6/2.3) |
| **History** | The Viking and Anglo-Saxon struggle for the Kingdom of England |  | A non-European society that provides contrasts with British history, Mayan civilization c. AD 900. | |  | A study of an aspect/theme in British history beyond 1066 – changes in an aspect of social history. |
| **Geography** |  | Place knowledge – understand geographical similarities/differences through study of a region in the UK and a European country  Locational knowledge –  Use maps to focus on Europe – physical/human characteristics |  | | Human/physical geography –  Describe/understand key aspects of human geography, distribution of natural resources including energy  Geography skills/fieldwork –  Observe, measure, record physical features in the local area |  |
| **Computing**  (See objectives below) | ***Young authors***  Creating an ebook IT2/3 DL5 | ***Stocks and shares***  Representing data DL5 | ***Let’s learn a language***  Coding CS4 | ***‘appy times Part 1***  Making an app IT3 | ***‘appy times Part 2***  Making an app CS4/5 IT3 DL4 | ***Heroes and Villains***  Making a game/coding CS4/5 IT3 |
| **Physical Education** | ***Netball***  Running, jumping, throwing, catching  Competitive games | ***Football***  Competitive games  Apply basic principles for attacking/defending | ***Dance***  Perform dances using a range of movement patterns | ***Tag rugby***  Competitive games  Apply basic principles for attacking/defending | ***Rounders***  Running, jumping, throwing, catching  Competitive games | ***Athletics***  Running, jumping, throwing, catching |
| **Design Technology** |  | Technical knowledge – understand/use mechanical systems in their products (Ski lift/chair pulley)  Evaluate – evaluate own ideas/products again their own design criteria & consider improvements | Technical knowledge – understand/use electrical systems in their products, series circuits/switches/buzzers (Science) | |  |  |
| **Art** | Improve mastery of art/design techniques using a range of materials – Charcoal sketching (Viking longboats) |  | Great artists, architexts and designers in history – Frederik Catherwood.  Create lithography/printing | | Improve mastery of art/design techniques using a range of materials – mosaic, globe/earth demonstrating sustainability learning. |  |
| **Religious Education** | ***Is God everywhere? Why go to a place of worship?*** | ***Why is Diwali celebrated by both Hindus and Sikhs?*** | ***What difference does it make to believe in Ahisma?*** | ***How can religious meaning be expressed through art?*** | ***How do different religions celebrate marriage?*** | ***What do people believe happens after someone dies?*** |
| **Music** | ***“Roundabout”***  Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy. | ***“Journey into space”***  Listen with attention to detail and recall sounds with increasing aural memory. | ***“Songwriter”***  Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy. | ***“Cyclic patterns”***  Improvise and compose music for a range of purposes. | ***“Stars, hide your fires”***  Appreciate and understand a wide range of live and recorded music drawn from different traditions. | ***“Who knows?”***  Improvise and compose music for a range of purposes. |
| **French** | **Let’s visit a French town**  (Twinkl Planit)  \* Appreciate stories, songs, poems and rhymes.  To present ideas and information orally.  \* Broaden vocabulary and develop ability to understand new words.  \* Describe people, places, things and actions orally and in writing. | **Let’s go shopping**  (Twinkl Planit)  \* Engage in conversations, ask and answer questions, express opinions and respond to those of others, seek clarification and help.  \* To explore the patterns and sounds of language through songs and rhymes. | **This is France**  (Twinkl Planit)  **Intercultural Understanding** – understanding of French culture, traditions, geography  \* Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. | | **All in a day**  (Twinkl Planit)  \* Speak in sentences, using familiar vocabulary, phrases and basic language structures.  \* Read carefully and show understanding of words, phrases and simple writing. | |
| **PSHE** | **European day of languages**  Inter-cultural understanding & developing an understanding of the global dimension.  **Y6 SRE – LF**  **Safe Squad –** Safety, online awareness, first aid. | **Anti-Bullying Week** | **New beginnings**  Discussing changes and target-setting. Becoming our best selves. | **International Women’s Day**  Looking at the impact of women in England and across the world. | **Earth Day (22nd April)**  Caring for our world. British Values. Being responsible citizens. | **Changes**  Transition work – moving on. |

**Computing Objectives** (these will be woven through as cross-curricular objectives where appropriate, as well as taught explicitly through the Computing units)

**Key Stage 2**

CS3 Use logical reasoning to predict the behaviour of simple programs Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

CS4 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

CS5 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

CS6 Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web

CS7 Appreciate how [search] results are selected and ranked

IT2 Use search technologies effectively

IT3 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

DL3 Understand the opportunities [networks] offer for communication and collaboration

DL4 Be discerning in evaluating digital content

DL5 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact